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ABSTRACT

This report summarizes data relating to standards for accreditation of personnel preparation programs in special education and related services. Section 1 examines standards issued by 30 responding states and identifies trends in the standards. It presents a matrix of standards by state, indicating whether the state has core curriculum requirements, specialist levels, required practicum, categorical or noncategorical certification, age/grade certification, identified competencies, administrative certification, related services standards, and standards for accreditation. Section 2 provides information concerning the standards implemented by six regional accrediting bodies. A matrix indicates whether each accrediting body has requirements in the areas of core curriculum, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Section 3 summarizes accreditation information from seven national professional organizations in special education and related services, and offers a matrix indicating whether each organization has standards in the area of general requirements, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Appendixes list addresses for state education departments, regional institutional accrediting bodies, and special education and related services organizations. (JDD)

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National Association of State Directors of Special Education

THE NATIONAL CLEARINGHOUSE

FOR PROFESSIONS IN SPECIAL EDUCATION

The Council for Exceptional Children

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INFORMATION BULLETIN #40

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# NATIONAL, REGIONAL, AND STATE ACCREDITATION AND CERTIFICATION STANDARDS FOR SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL

## A Summary

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National Clearinghouse for Professions in Special Education
Professions Information Center
The Council for Exceptional Children
1920 Association Drive, Reston, Virginia 22091
703/264-9474

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# NATIONAL, REGIONAL, AND STATE ACCREDITATION AND CERTIFICATION STANDARDS FOR SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL

## A Summary

### INTRODUCTION

This **Summary** and overview, compiled by the National Clearinghouse for Professions in Special Education, covers accreditation standards used by national professional organizations, regional accrediting bodies, and State Education Agencies (SEAs). The Clearinghouse has compiled three volumes containing this information:

- **Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States**
- **Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies**
- **Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations**

The three **Digests** taken together represent a comprehensive body of information relevant to institutions and organizations seeking to make policy or individuals pursuing certification as professionals in special education or related services.

The information helps to identify the types of standards required (1) in various special education fields or (2) in certain regions of the country. The information might also be helpful to a State administrator seeking to update existing standards or in comparing standards across a variety of states.

The Summary contains three Sections, which deal with each of the three **Digests**. The Appendices include suggested contacts for further information requests.

## SECTION ONE

### Summary Of Information Available In The

### Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States

The **Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States** contains information about the accreditation standards that State Education Agencies have established concerning the approval of programs in colleges and universities for the preparation of professionals in special education and related services. The **Digest** reports information on 30 States which had standards as of September 1989. While the variety of the types and detail of certification standards differs greatly from State to State, the information can be grouped and displayed along certain key characteristics.

**Matrix A: Summary Matrix of the Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States**, provided at the end of this Section, describes the types of information available for each State, as well as descriptive information about each State's accreditation standards.

In addition, some discussion of the information is provided here to clarify issues and identify some trends.

**Accreditation/Certification.** As used in this analysis, the term accreditation refers to the granting, or formal recognition, of a teacher training institution's program as acceptable according to State Education Agency (SEA) standards.

Certification refers to the standards used by an SEA to formally recognize or "certify" that an individual meets State standards to be a teacher or related services professional practicing in that State. In most cases, candidates for State certification are granted certification by completing a course of study at an institution of higher education accredited by the State. Therefore, certification is used here to mean standards regarding individuals seeking formal acceptance to perform teaching or other professional duties in a State.

Accreditation, on the other hand, refers to institutions of higher education receiving approval as programs providing instruction to individuals who might seek certification from the State after completion of a program.

**Categorical/Non-Categorical.** There are three terms used by states to identify areas in which accreditations are granted: (1) **categorical**, reflecting the "traditional" categories of handicapping condition as defined in the Education of the Handicapped Act; (2) **non-categorical**, which are accreditations that emphasize more generic characteristics of the student population such as severity of handicap or age; and (3) a hybrid of both with some generic accreditations such as "sensory impaired" handicap, and some categorical, such as "hearing impaired". Of the 30 States, 15 report the use of traditional categorical accreditations, 12 States use a non-categorical approach, and four are non- categorical with categorical accreditations in certain areas.

**Early Childhood Accreditation.** It is surprising, given the existence of early childhood programming in many States for several years, that only eight States specifically establish accreditation for teachers in early childhood.

**Core Requirements.** All of the states prescribe a core curriculum for the award of any special education teaching credential.

**Specialist Levels.** All but one (North Carolina) of the states awards certification for course work beyond the core requirements, e.g., "Learning Disabilities Specialist."

**Competencies Identified.** More than half of the states identify the skills and knowledge which the candidates for certification will be taught.

**Administrative Certification.** Most of the states do not require administrative certification for special education. The states which do include certification standards for supervisory/administrative professionals include Colorado, Georgia, Iowa, Kansas, Kentucky, Minnesota, Oregon.

**Related Services.** Only four of the states report they have established certification of related services personnel as part of the special education standards for certification.

**Standards for Accreditation.** Fourteen of the 30 states report they have established standards for accreditation in addition to those standards established by regional or national accrediting bodies.

**For further information concerning State accreditation and certification standards or procedures, individuals are encouraged to contact the State directly. State addresses are available in Appendix A.**

## Matrix A:

## Summary Matrix of the Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by the States

| STATE | Core Requirements | Specialist Levels | Practicum Required | Categorical | Non-Categorical | Age/Grade 0-2 | Age/Grade 3-5 | Age/Grade K-8 | Age/Grade 9-12 | Competencies Identified | Administrative Certification | Related Services | Standards for Accreditation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arkansas | Yes | Yes | Yes | No | Yes | | | X | X | No | No | No | Yes |
| California | Yes | Yes[2] | Yes | | Yes* | | | X | X | Yes | No | No | No |
| Colorado | Yes | Yes | Yes | | Yes* | X | X | X | X | Yes | Yes | Yes | No |
| Washington D.C. | Yes | Yes | Yes | Yes | No | | | X | X | Yes | No | Yes | Yes |
| Georgia | Yes | Yes | Yes | Yes | No | | | | | Yes | Yes | No | No |
| Illinois | Yes | Yes | Yes | Yes | No | | | | | No | No | No | No |
| Iowa | Yes | Yes | Yes | Yes[1] Gen | No | X | X | X | X | Yes | Yes | Yes | Yes |
| Kansas | Yes | Yes | Yes | Yes | No | | X | X | X | Yes | Yes | Yes | Yes |
| Kentucky | Yes | Yes | Yes | No | Yes | | | X | X | Yes | Yes | No | No |
| Maine | Yes | Yes | Yes | No | Yes | | | | | No | No | No | Yes |
| Massachusetts | Yes | Yes | Yes | No | Yes | | X | X | X | Yes | No | No | Yes |
| Minnesota | Yes | Yes | Yes | Yes | No | X | X | X | X | Yes | Yes | No | No |
| Missouri | Yes | Yes | Yes | No | Yes | | | X | X | Yes | No | No | No |
| Montana | Yes | Yes | Yes | Yes | No | | | X | X | Yes | No | No | Yes |
| Nebraska | Yes | Yes | Yes | No | No | | | X | X | Yes | No | No | No |
| New Hampshire | Yes | Yes | Yes | No | No | | | | | No | No | No | No |
| New Jersey | Yes | Yes | No | No | Yes | | | | | No | No | No | Yes |
| New York | Yes | Yes | Yes | Yes | No | | | X | X | No | No | No | No |

| STATE | Core Requirements | Specialist Levels | Practicum Required | Categorical | Non-Categorical | Age/Grade 0-2 | Age/Grade 3-5 | Age/Grade K-8 | Age/Grade 9-12 | Competencies Identified | Administrative Certification | Related Services | Standards for Accreditation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North Carolina | Yes | No | Yes | No | No | | | | | No | No | No | Yes |
| North Dakota | Yes | Yes | Yes | No | Yes | | | | | No | No | No | Yes |
| Ohio | Yes | Yes | Yes | Yes | No | | X | X | X | Yes | No | Yes | No |
| Oklahoma | Yes | Yes | Yes | Yes | No | | X | X | X | Yes | No | No | No |
| Oregon | Yes | Yes | Yes | No | Yes | | | | | Yes | Yes | No | No |
| Pennsylvania | Yes | Yes | Yes | Yes | No | | | X | X | No | No | No | Yes |
| Rhode Island | Yes | Yes | Yes | No | Yes* | | | | | Yes | No | No | No |
| South Carolina | Yes | Yes | Yes | No | Yes* | | | | | Yes | No | No | Yes |
| Texas | Yes | Yes | Yes | Yes | No | | | X | X | No | No | No | No |
| Virginia | Yes | Yes | Yes | Yes | No | | | | | No | No | No | Yes |
| West Virginia | Yes | Yes | Yes | Yes | No | | | X | X | Yes | No | No | Yes |
| Wisconsin | Yes | Yes | Yes | Yes | No | X | X | X | X | No | No | No | No |

* = States marked with a single * under the non-categorical column use a non-categorical certification approach except for sensory impairments.

** = South Carolina has adopted the NCATE Standards and uses them with minor revisions.

## SECTION TWO

### Summary Of Information Available In The

### Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies

The **Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies** provides information concerning the standards used by accrediting organizations to accredit degree granting institutions of higher education. These six regional accrediting bodies have developed in the tradition of voluntary cooperation of educational institutions in the effort to assure integrity of educational programs. The specific organizations are:

- **Middle States Association of Colleges and Schools**
- **New England Association of Colleges and Schools**
- **North Central Association of Colleges and Schools**
- **Northwest Association of Colleges and Schools**
- **Southern Association of Colleges and Schools**
- **Western Association of Colleges and Schools**

In general, the accrediting bodies use the same types of standards but exhibit considerable differences in detail. All have some standards concerning faculty and faculty governance. Half specifically require a core curriculum for specialist programs. Only two of the six require practicum experiences as part of the required training program.

**Core Requirements.** All six of the accrediting bodies require a Core curriculum -- a certain type or etc.

**Specialist Levels.** Three of the Regional Accrediting Bodies awards certification for coursework or competencies beyond the core requirements (e.g., A Learning Disabilities Specialist would be more specifically trained than an individual with basic teacher certification).

**Practicum Required.** Two of the Accrediting Bodies requires field based experience in actual teaching settings before certification can be awarded.

**Admission.** Five have specific admission standards and procedures which degree granting institutions must meet.

**Follow-Up.** Five require specific procedures or information which degree granting institution must have in order to receive accreditation from the accrediting body.

**Exit.** Three of the accrediting bodies requires the degree granting institution to specify criteria for completion of degrees by its graduates.

**Faculty.** All specify standards for faculty performance or educational level as requirements for accreditation.

**Governance.** Five specify standards for faculty governance as a requirement for accreditation.

**Resources.** All have standards for the amount of use of resources as a requirement for accreditation.

Matrix B provides specific summary information on relevant characteristics of the accrediting bodies' standards.

**For further information concerning accreditation information or procedures, individuals are encouraged to contact the accrediting bodies directly. Addresses are available in Appendix B.**

## Matrix B:

## Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by Regional Institutional Accrediting Bodies

| ACCREDITING BODY | General Requirements | Specialist Levels | Practicum Required | Admission | Follow-Up | Exit | Faculty | Governance | Resources |
|---|---|---|---|---|---|---|---|---|---|
| Middle States | Yes | No | No | Yes | Yes | No | Yes | Yes | Yes |
| New England | Yes | Yes | No | Yes | Yes | No | Yes | Yes | Yes |
| North Central | Yes | No | No | No | No | No | Yes | No | Yes |
| Northwest | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Southern | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Western | Yes | No | Yes (Doctoral Only) | Yes | Yes | Yes | Yes | Yes | Yes |

## SECTION THREE

### Summary Of Information Available In The

### Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations

The **Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations** describes standards established by seven national professional organizations. These standards are used by States and degree granting institutions to establish programs and policies to ensure well qualified individuals. As such, the professional standards found in this **Digest** have considerable influence and serve an important function. The organizations appearing in the **Digest** are:

- **The American Occupational Therapy Association**
- **The American Physical Therapy Association**
- **The American Speech-Language-Hearing Association**
- **The Council For Exceptional Children**
- **The Council for Education of the Deaf**
- **The Council on Social Work Education**
- **The National Association of School Psychologists**

The standards found in this **Digest** are the most consistent in terms of each organization having information in each of the categories of the Matrix. For example, at least three of the seven organizations have a standard in each category. In two of the categories ("practicum required," and "specialist") each of the organizations have standards.

> **Specialist Levels.** All seven organizations require course work or competencies beyond the core requirements. (e.g., A Learning Disabilities Specialist would be more specifically trained than an individual with basic teacher certification).

**Practicum.** All require field based experience in actual teaching or other service delivery settings.

**Admission.** All seven professional organizations specify admission standards and procedures which must be met.

**Follow Up.** Four of the organizations specify procedures or information the institution must use to keep information on professionals.

**Exit**. Three of the organizations require specific criteria for completion of degrees by its graduates.

**Faculty.** All specify standards for faculty performance or educational level as a requirement for accreditation.

**Governance.** Six of the organizations specify standards for faculty governance.

**Resources**. Six of the organizations specify standards for the amount or use of resources as a requirement for accreditation.

**For further information concerning professional organization standards or procedures, individuals are encouraged to contact the organizations directly. Addresses are available in Appendix C.**

## Matrix C:

## Digest of Standards Relating to Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations

| ORGANIZATION | General Requirements | Specialist Levels | Practicum Required | Admission | Follow-Up | Exit | Faculty | Governance | Resources |
|---|---|---|---|---|---|---|---|---|---|
| AOTA | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes |
| APTA | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| ASHA | No | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| CEC | Yes | Yes | Yes | Yes | No | No | Yes | No | No |
| CED | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| CSWE | Yes | Yes | Yes | Yes | No | No | Yes | Yes | Yes |
| NASP | No | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |

# Appendix A

## State Education Department Addresses

## APPENDIX A

## STATE EDUCATION DEPARTMENT ADDRESSES

**ARKANSAS -**

Special Education Section
Arkansas Department of Education
Education Building - Room 105C
#4 Capitol Mall
Little Rock, Arkansas 72201

**CALIFORNIA -**

Specialized Programs Branch
California Department of Education
Capitol Mall
P.O. Box 721
Sacramento, California 95814

**COLORADO -**

Special Education Services Unit
Colorado Department of Education
201 E. Colfax
Denver, Colorado 80203

**DISTRICT OF COLUMBIA -**

Division of Special Education and
Pupil Personnel Services
D.C. Public Schools
Webster Administration Building
10th and H Streets, N.W.
Washington, DC 20001

**GEORGIA -**

Georgia Department of Education
Teacher Education
1858 Twin Towers East
Capitol Square
Atlanta, Georgia 30334

**ILLINOIS -**

Illinois State Board of Education
Mail Code E-216
100 North First Street
Springfield, Illinois 62777-0001

**IOWA -**

Division of Special Education
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

**KANSAS -**

Certification, Teacher Education,
and Accreditation
Kansas Department of Education
120 East 10th Street
Topeka, Kansas 66612

**KENTUCKY -**

Kentucky Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601

**MAINE -**

Division of Special Education
Maine Department of Education and
Cultural Services
Station #23
Augusta, Maine 04333

**MASSACHUSETTS -**

Division of Special Education
Massachusetts Department of Education
1385 Hancock Street
Third Floor
Quincy, Massachusetts 02169-5183

**MINNESOTA -**

Special Education Section
Department of Education
812 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101-2233

**MISSOURI -**

Special Education
Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

**MONTANA -**

Special Education
Office of Public Instruction
State Capitol - Room 106
Helena, Montana 59620

**NEBRASKA -**

Nebraska Department of Education
301 Centennial Mall South
Box 94987
Lincoln, Nebraska 68509-4987

**NEW HAMPSHIRE -**

Special Education Bureau
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301-3860

**NEW JERSEY -**

New Jersey Department of Education
P.O. Box CN 500
225 W. State Street
Trenton, New Jersey 08625-0001

**NEW YORK -**

New York State Department of Education
Office of Assistant Commissioner for
Education of Children w/Handicapping
Conditions
Education Building Annex - Room 1073
Albany, New York 12234-0001

**NORTH CAROLINA -**

Division of Exceptional Children
North Carolina State Department of
Public Instruction
Education Building - Room 442
116 W. Edenton
Raleigh, North Carolina 27603-1712

**NORTH DAKOTA -**

Special Education
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505-0440

**OHIO -**

Ohio Department of Education
Division of Special Education
933 High Street
Worthington, Ohio 43085-4017

**OKLAHOMA -**

State Department of Education
Oliver Hodge Memorial Building
2500 N. Lincoln
Room 411
Oklahoma City, Oklahoma 73105-4599

**OREGON -**

Special Education and Student
Services Division
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310-0290

**PENNSYLVANIA -**

Bureau of Special Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

**RHODE ISLAND -**

Rhode Island Department of Education
Roger Williams Building - Room 209
22 Hayes Street
Providence, Rhode Island 02908-5025

**SOUTH CAROLINA -**

Office of Programs for the Handicapped
State Department of Education
100 Executive Center Drive A-24
Columbia, South Carolina 29201

**TEXAS -**

Special Education Programs
Texas Education Agency
1701 N. Congress Avenue
Room 5-120
Austin, Texas 78701-2486

**VIRGINIA -**

Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23216-02060

**WEST VIRGINIA -**

Special Education
West Virginia Department of Education
Building #6 - Room B304
Capitol Complex
Charleston, West Virginia 25305

**WISCONSIN -**

Division of Handicapped Children
and Pupil Services
Department of Public Instruction
125 S. Webster
P.O. Box 7841
Madison, Wisconsin 53707

## Appendix B

## Addresses of Regional Institutional Accrediting Bodies

## APPENDIX B

## ADDRESSES OF REGIONAL INSTITUTIONAL ACCREDITING BODIES

**MIDDLE STATES -**

Commission on Higher Education
Middle States Association of Colleges and Schools
3624 Market Street
Philadelphia, Pennsylvania 19104

**NEW ENGLAND -**

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
The Sanborn House
15 High Street
Winchester, Massachusetts 01890

**NORTH CENTRAL -**

Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
159 North Dearborn Street
Chicago, Illinois 60601

**NORTHWEST -**

Commission on Colleges
Northwest Association of Schools and Colleges
3700-B University Way, N.E.
Seattle, Washington 98105

**SOUTHERN -**

Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

**WESTERN -**

Accrediting Commission for Senior Colleges and Universities
Western Association of Schools and Colleges
P.O. Box 9990
Mills College
Oakland, California 94613-0990

## Appendix C

## Addresses of Special Education and Related Services Organizations

## APPENDIX C

## ADDRESSES OF SPECIAL EDUCATION AND RELATED SERVICES ORGANIZATIONS

**OCCUPATIONAL THERAPY -**

The American Occupational
Therapy Association, Inc.
1383 Piccard Drive
P.O. Box 1725
Rockville, Maryland 20850-4375

**PHYSICAL THERAPY -**

American Physical Therapy Association
Commission on Accreditation in Education
1111 North Fairfax Street
Alexandria, Virginia 22314

**SPEECH-LANGUAGE-HEARING -**

American Speech-Language-
Hearing Association
Educational Standards Board
10801 Rockville Pike
Rockville, Maryland 20852

**EXCEPTIONAL CHILDREN -**

The Council For Exceptional Children
1920 Association Drive
Reston, Virginia 22091

**DEAF -**

Council on Education of the Deaf
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002

**SOCIAL WORK -**

Council on Social Work Education
Commission on Accreditation
1744 R Street, N.W.
Washington, DC 20009

Council on Social Work Education
Commission on Accreditation
111 Eighth Avenue
New York, New York 10011

**SCHOOL PSYCHOLOGISTS -**

National Association of
School Psychologists
808 17th Street, N.W.
Suite 200
Washington, DC 20005

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# THE NATIONAL CLEARINGHOUSE

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Washington, DC 20006
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**"National, Regional, and State Accreditation and Certification Standards for Special Education and Related Services Personnel - A Summary"** summarizes the contents of three additional volumes of accreditation-related information:

1. **Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by the States,**

2. **Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by Regional Institutional Accrediting Bodies**, and

3. **Digest of Standards Relating to Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations.**

The summary document is divided into three sections, with each section consecutively corresponding to each of the three additional volumes listed above. The first section of the summary document contains information on the accreditation standards of 30 States which had standards as of September 1989, the second addresses standards used by six regional accrediting bodies, and the third outlines standards established by seven national professional organizations. The format of each section of the summary document is similar, beginning with discussion intended to clarify issues and vocabulary, and to identify trends. In each of the three sections, such discussion is then followed by content information presented in the form of a matrix.

After reviewing the summary document, should you wish to purchase the three additional volumes of accreditation-related materials, a limited supply is available through the Clearinghouse. The volumes may be purchased as a three volume set at cost, for $53.00. Checks may be made payable to NASDSE. Feel free to contact the Clearinghouse with any questions. Contact information is as follows:

National Clearinghouse for Professions in Special Education
c/o NASDSE
2021 K Street, N.W., Suite 315
Washington, D.C. 20006
Telephone: (202) 296-1800
FAX: (202) 659-8454

The Council for Exceptional Children (CEC) is also in the process of putting Volumes 1-3 on computer disk. For further information, contact:

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1920 Association Drive
Reston, Virginia 22091
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FAX: (703) 264-9494